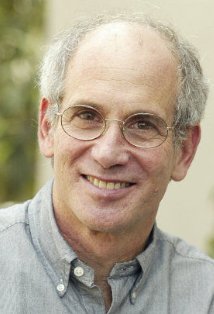
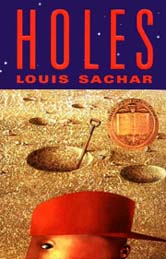
Emily du Plooy

Novel Study

Section 1 - Book & Author Information





Sachar, L. (1998). Holes. New York: Farrar, Straus and Giroux.

The famous author of Holes and numerous other books, Louis Sachar is a very interesting man. He was born on March 20, 1954 in East Meadow, New York. Contrary to what one might assume about Louis, he actually majored in Economics at Berkley. He claims that he was inspired to write about Wayside School because his dad worked on the 78th floor of the Empire State Building. Louis’ passion for reading was born in high school. Two of his greatest inspirations were J.D. Salinger and Kurt Vonnegut. One huge event that Louis took part in which changed his life was when he was given the opportunity to work as a teacher’s aid in an Elementary school. The first book he ever wrote was Sideways Stories From Wayside School, and it took nine months to write. He decided shortly after to go to law school, and his book was accepted by a publisher during his first week of law school. He graduated law school and worked part time, until his books began making enough money that he could completely stop practicing law and be a full-time writer. In 1985, Louis married his wife, Carla, and they are still married today. In 1987 they had their only child, Sherre. Today, they reside in Austin, Texas, with their dog, Watson. He has written over 21 fiction and educational books for children. His most recent book, His book, Small Steps, which is the sequel to Holes, has been made into a play. The most recent book he has written, The Cardturner, is on sale now in stores! (http://www.louissachar.com/Bio.htm)

Other books written by Louis Sachar:

Small Steps

Someday Angeline

Johnny’s in the Basement

The Boy Who Lost His Face

Dogs Don’t Tell Jokes

There’s a Boy in the Girl’s Bathroom

Sixth Grade Secrets

(http://www.louissachar.com/Booklist.htm)

Visit Louis’ website here: <http://www.louissachar.com/Bio.htm>

Did you know that Louis is a huge fan of playing Bridge? He plays in tournaments all around the world!

Chapter Summaries

Chapter 1: In the first chapter, the focal point is to build up expectation of Camp Green Lake. It is described thoroughly, so that the reader can create a vivid image in their mind. The lake is not a lake, in all reality, though it once was. Many years ago, the lake dried up and all of it’s inhabitants left. The land remains, and stays somewhere around 95 degrees during the day. This place is described as a horrific place, one which no one would choose to go to. It is infested with deadly rattlesnakes and scorpions, and yellow-spotted lizards. There is one place in the whole “lake” where shade exists, and it is between two trees where there is a hammock. The hammock is for NO ONE to lay on, other than the Warden.

Chapter 2: Camp Green Lake is used as a camp for punishment for boys who have committed a crime. Stanley Yelnats (protagonist) is sent to camp, and has no idea what lies ahead of him. He is excited because he is going to camp! In all reality, the only thing Stanley will be doing at this camp is digging holes, for days and days, in order to help build character.

Chapter 3: Stanley is headed to Camp Green Lake on a bus. He finds it strange that there is a guard with a gun on the bus. Stanley dream of camp, and hopes that it will be fun and that he will make friends. We find out that Stanley is often made fun of for being overweight. We also find out that Stanley was arrested for a crime he did not commit. He believes he was at the wrong place at the wrong time, and that is was because of his “no-good-dirty-rotten-pig-stealing-great-grandfather.” This phrase is used numerous times throughout the book. The story of Stanley’s great grandfather is introduced. He had stolen a pig from a Gypsy who had one leg. The story goes: The Gypsy put a curse on Stanley’s great-grandfather and his descendants. Stanley’s family has had terrible luck ever since. We learn about Stanley’s father in this chapter, and his name is also Stanley Yelnats. He is an inventor who has terrible luck who can never catch a break. The name Stanley Yelnats has been used in the family for year, and the very first Stanley Yelnats, the one who stole the pig, made a fortune on the stock market. Yelnat’s bad luck began when he moved from New York to California and was robbed by Kissin’ Kate Barlow. This is the first we hear of her. Stanley is proud that his grandfather was robbed by an outlaw. We learn that Kissin’ Kate Barlow only kisses the men she kills, therefore she did not kiss Stanley’s grandfather.

Chapter 4: We are introduced to Mr. Sir. He is eating sunflower seeds, and explains that they are a substitute for smoking. Stanley is given his camp apparel, which consists of two orange jumpsuit, orange t-shirts, one towel, and yellow socks. We learn what the duties of the camp members are. They are to dig one hole every day of the week. The hole must meet specific requirements. We also learn that the yellow-spooted lizards are deadly, and that Mr. Sir uses his gun to shoot them.

Chapter 5: The boys attending camp sleep in tents labeled A through E. The camp counselors sleep in tent F. Stanley meets his counselor, Mr. Pendanski. He seems very friendly, and encourages Stanley to become friends with the other boys at camp. Stanley meets X-Ray and Squid, Zero, Zig-Zag, and Armpit, some of the other campers. They all go by nicknames. However, Mr. Pendanski only calls them by their birth names.

Chapter 8: This chapter is mainly about the yellow-spotted lizard. They have 11 yellow spots. The spots blend in with their yellow-green body. They have white tongues and black teeth, and they reside in holes because they love the shade. They can jump very high, which makes it easy for them to attack. These lizards eat small animals, insects, cactus thorns, and are particularly fond of sunflower seeds.

Chapter 9: Stanley goes to the wreck room after digging his first hole. Every thing is destroyed. Some of the other boys are there too, and Stanley learns that they have nicknamed him “Caveman.” Stanley brought paper to the wreck room because he wants to write to his mother. He tells his mom he is having a great time. Zero begins peering over his shoulder as he is writing and asks him a specific question about the shoes that Stanley stole. Zero knew about the shoes that Stanley stole, and this leaves the reader very curious.

Chapter 11: We learn that X-Ray is very controlling, and feels that he has privilege over the other campers because he has been at camp for the longest amount of time. He demands that Stanley give him anything interesting that he finds. We learn that X-Ray has terrible vision and will never be able to find anything in the holes. If they find something interesting in the hole then they get the day off. Stanley agrees with X-Ray, and isn’t quite sure why. We realize that X-Ray is the leader of the boys at camp.

Chapter 13: In this chapter, perhaps the most exciting event at camp thus far occurs for Stanley. He finds a small gold tube with a heart engraved on it. He seems that the initials KB are engraves on the inside. He remembers the promise he made X-Ray, and he gives him the tube. Stanley found the tube at the end of the day, and he encourages X-Ray to wait until the next day to show the Warden so that he can have an entire day off. As they are waiting in line for water at the end of the day, X-Ray tells Stanley to move up on place in line, putting him ahead of Zero. This signifies X-Ray’s approval.

Chapter 15: The Warden is obsessed with the hole that she thinks the lipstick tube was found in. She forces Zero to dig X-Ray’s hole as he is enjoying his day off, and orders Stanley to sift through the dirt that Zero digs. Stanley realizes that the Warden knows their nicknames, and finds out that she has small hidden cameras and microphones all around camp. He finds it interesting that the Warden is so interesting in finding something else near the hole the lipstick tube was found in. He makes sure to pay attention to the location of the actual hole he found the tube in.

Chapter 18: Stanley continues to write letters to his mom. He tries to finish digging his holes quickly so that he can write without being interrupted by anyone. As he is writing this time, he notices Zero looking over his should again. Zero admits that he doesn’t know how to read of write, and that he wants Stanley to teach him how. Stanley says no.

Chapter 21: After his encounter with the Warden, and after seeing her nearly kill Mr. Sir, Stanley returns to his hole. He thinks of his great-grandfather, and tries to imagine how he must have felt after being robbed by Kissin’ Kate Barlow and then being stranded in the desert. By the time anyone found him, he had already gone crazy. He would tell people that he had “found refuge on God’s thumb.” After he had recovered, he had no recollection of what he meant by “God’s thumb.” Stanley makes it to his hole after daydreaming, to find that Zero has already dug it.

Chapter 23: The reader learns about what Green Lake used to be, 110 years ago. Supposedly, it was a gorgeous body of clear water with hundreds of peach trees all along the shore. Miss Katherine Barlow was the teacher on the one room schoolhouse. She would make wonderful spiced peaches that would last a year or even longer. One boy name Charles Walker, came to Miss Katherine’s classes. He was known for having terrible foot odor. He came to class because he desired to marry the teacher. After Miss Katherine turns him down on a “date”, he becomes very angry.

Chapter 25: We hear more about what Green Lake used to be. Sam the onion man sold onions and remedies made from onions all over town. He transported his goods with his donkey named Mary Lou. No one knew how to get to the secret onion field where Sam retrieved his onions. One day, Miss Katherine asks Sam to repair a hole in the schoolhouse roof in exchange for some of her spiced peaches. He agrees, and they become good friends and develop a deep chemistry. Sam wishes he could attend school, but he is black, therefore he is not allowed to. Sam begins coming around more often, making many repairs to the schoolhouse. Eventually, the schoolhouse has no more repairs to be made, and Miss Katherine is heartbroken. A member of the town named Hattie Parker and whispers as Sam kisses Miss Katherine, “God will punish you.”

Chapter 26: The Sherriff attemps to hang Sam because it was against the law for a black to kiss a white. She runs off with Sam and takes off in his boat. Sam leaves Mary Lou behind because they do not have time to take her. Charles (Trout) Walker catches up to them in his motorized boat and shoots Sam. Not one drop of rain has ever fallen on Green Lake after that day. A few days after Sam was shot, Miss Katherine kills the Sherriff and kisses his face, leaving red lipstick marks. She disappeared for 20 years as a dangerous outlaw, and was know as Kissin’ Kate Barlow.

Chapter 28: 20 years later, Kate Barlow shows up at Green Lake. She lives there in a cabin for three months until one night, Charles (Trout) Walker and his wife tie her up while she is sleeping. He forces Kate to take him to her hidden money she acquired as an outlaw. They walk barefoot across the hot sand, until eventually Kate is bitten by a yellow-spotted lizard and killed. They were left with no answer as the where the money was hidden.

Chapter 31: After Zero runs away, Stanley is left feeling mad at everyone. He is particularly mad at himself for letting Zero dig his holes for him. He wishes there was something he could do to help Zero that would not get him in trouble. Mr. Pendanski and the Warden ask Stanley if he knows where zero is, and they explain that they plan to change his records so that no one will ever find him. We see that the two of them are corrupt and evil.

Chapter 34: After stealing the car and running away, Stanley makes his way towards the thumb mountain. He sees something in the dirt and comes to find that it is actually part of a boat named Mary Lou. He discovers that Zero is hiding in a hole underneath the boat.

Chapter 35: Stanley sees that Zero looks ill, but he cannot convince him to return to camp. Zero is carrying the shovel that he used to hit Mr. Pendanski with. Zero has been acquiring many jars of a gross liquid mixture, which he calls sploosh. Stanley is so thirsty that he decides to drink it. It tastes like peaches. They drink the last bottle they have. Zero develops a terrible stomachache, most likely from the sploosh.

Chapter 38: Zero has been throwing up during the entire hike up the mountain. Eventually, he passes out, and Stanley decides to leave the shovel and jars on the ground so that he can carry Zero the remainder of the way. When he reaches the top of the mountain, he discovers he is standing on mud, and knows this means there is water nearby! He digs up a onion, and he and Zero split it.

Chapter 41: At this point, Zero has admitted to Stanley that he was the one who actually stole the tennis shoes. Zero tells Stanley about his past, and about how he was homeless before he came to camp. He says that he often went to the shelter that Clyde Livingston’s shoes were in. He says that he took the shoes because he thought that was less offensive than taking brand new shoes. Because he didn’t know how to read, he couldn’t read the sign explaining whose shoes they were. Zero was wearing the shoes at the time the shelter realized they were missing. Zero panicked and placed the shoes on a car outside of the shelter. Zero was arrested shortly after for stealing a brand new pair of shoes.

Chapter 44: After plotting to return to camp and dig up the rest of the treasure, they begin to head back to camp. After dark, Stanley digs in the hole and Zero sneaks into camp to obtain water and food. They eventually dig up suitcases, and prepare to sneak away. Just as they are beginning to leave, the Warden discovers them.

Chapter 47: Stanley and Zero are standing in a lizard’s nest. After hours of standing still, the sun rises and the lizards crawl away. Mr. Pendasnki arrives with a woman and a man. The woman who he is with says that she is Stanley’s lawyer, and threatens to sue the Warden and press charges against the state of Texas is Stanley is harmed. The Warden tries to lie and say that Stanley stole the suitcase that Zero is holding. She attempts o take the suitcase from Zero but he won’t let her. He says that is belongs to Stanley. He shows her where the name Stanley Yelnats in printed. We see that Stanley has successfully taught Zero how to read and write, and that he put Stanley’s name on the suitcase.

Chapter 50: The final chapter of the book serves as a closing piece to fill in some of the gaps. Stanley’s dad invented a foot odor cure the day after the day after the great-great-grandson of Elya Yelnats (Stanley) carried the great-great-great-grandson of Madame Zeroni (Zero) up the mountain. Camp Green Lake ends up being closed, and the Warden is has to sell her family’s land. Stanley’s newly acquired suitcase contained jewels and valuables deeds and stocks. Stanley and Zero became millionaires because of these finds. Stanley chooses to buy his family and house with his money. Hector hires a private investigator to locate his mom. The narrator throws in a twist, explaining to the reader that they will definitely have unanswered questions, but they will find out answers during a scene at the Yelnat’s house. Stanley and Hector (Zero) view a commercial centered on Clyde Livingston and sploosh. Sploosh is Stanley’s dad’s food odor cure. Hector is sitting next to a woman who looks just like his mom, who we can assume is his mom.

Section 2 – Content Connections

**Math:**

MCC7.SP.6 Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability.

(Probablity that Stanley’s grandfather was really the cause of the bad luck. OR Probability that Stanley would find the lipstick tube, therefore the rest of the “loot” in the hole.)

MCC7.RP.1 Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction (1/2)/(1/4) miles per hour, equivalently 2 miles per hour.

(Calculations for the requirements of the holes that the boys were forced to dig. Calculations for the distance they would cover in X amount of weeks.)

MCC7.NS.2 Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.

(How much “sploosh” would Zero have needed to survive in the wilderness had Stanley not found him. How many holes had been dug by the members of tent D in X amount of weeks.)

**Science:**

S7L1. Students will investigate the diversity of living organisms and how they can be compared scientifically.

1. Demonstrate the process for the development of a dichotomous key. b. Classifyorganismsbasedonphysicalcharacteristicsusingadichotomouskeyofthesix kingdom system (archaebacteria, eubacteria, protists, fungi, plants, and animals).

(We will study the yellow-spotted lizard and classify it. Then, we will begin studying other animals that may have been in the desert and classify them. We will classify organism that could have been growing in the splooge. We will classify the onion, and other things found on the hike to the top of the mountain.)

**Social Studies:**

Map and Global Skills

-Use cardinal directions.

-Use intermediate directions.

-Use map key/legend to acquire information from, historical, physical, political, resource, product and economic maps.

(We will be studying Texas, and looking at the natural resources found in Texas. We will earn about directions, and “navigate” Stanley’s journey to the top of the mountain by using directions.)

Section 3 – Vocabulary Study

The Tier of the word is in the parentheses following each word. Academic vocabulary for the Math content area is highlighted in red.

Chapter 1: forbidden (2), scorpion (2), painful (1)

Chapter 2: probably (2), choice (2), poor (1)

Chapter 3: stifling (1), obstacle(2), convicted(2)

Chapter 4: barren (3), desolate (3), vast (3)

Chapter 5: mistake(2), pointless(2), canteen(2)

Chapter 6: automatically(2), coincidence(2), despicable(2),

Chapter 7: vibration(2), defective(2), prefer (2)

Chapter 8: offer(2), predator(3), prey (3)

Chapter 9: stationary(2), scowl (1), mutter (1)

Chapter 10: shaft (1), arced(2) fossilized (3)

Chapter 11: leader (2), imagine(2), suffering (2)

Chapter 12: compound(2), appropriate(2), expression(2)

Chapter 13: physical(2), glance(2), glisten(2)

Chapter 14: sunrise(2), plenty(2), authority(2)

Chapter 15: pitchfork(2), occasionally(2), paranoid(2)

Chapter 16: excess(2), familiar(2), patience(2)

Chapter 17: jabbed(2), gash(2), realize(2)

Chapter 18: considerably(2), swollen(2), throb (1)

Chapter 19: awaken(2), frighten, (2) unthinkable(2)

Chapter 20: canvas(2), toxic, (2) dread(2)

Chapter 21: twitch(2), hunter(2), shrug(2)

Chapter 22: expand(2), deposit(2), memorize(2)

Chapter 23: emerald(2), bushel(2), knowledge (2)

Chapter 24: swollen(2), sense(2), pace(2)

Chapter 25: resent(2), treatment (2), distract(2)

Chapter 26: destroy(2), horror(2), outlaw(2)

Chapter 27: fault(2), risk(2), lousy(2)

Chapter 28: shore(2), loot(1), blurry(2)

Chapter 29: unbearable(2), humid(2), beyond(2)

Chapter 30: adjust(2), condition(2), awkward(2)

Chapter 31: strength(2), refuge(2), guard(2)

Chapter 32: vacancy(2), fidget(2), requirement (2)

Chapter 33: haze(2), mercy(2), frustration(2)

Chapter 34: directly(2), mirage(2), shimmer(2)

Chapter 35: sunken(2), rotten(2), grunt(1)

Chapter 36: warn(2), snapshot(2), effect(2)

Chapter 37: thorny(2), violently(2), vine (1)

Chapter 38: impossible(2), focus, (2) absorb(2)

Chapter 39: tower(2), coat(1), especially(2)

Chapter 40: grateful(2), intertwine(2), pale(1)

Chapter 41: continue(2), social(2), contaminate(2)

Chapter 42: trial(2), separate(2), eventually(2)

Chapter 43: homeless(2), memory(2), retrieve(2)

Chapter 44: gang(2), thief(2), stumble(2)

Chapter 45: approach(2), scramble(2), statue(2)

Chapter 46: beating(2), midhour, (2) cheery(2)

Chapter 47: exasperate(2), momentarily(2), fascinate(2)

Chapter 48: property(2), obvious(2), pursuant (3)

Chapter 49: eliminate(2), offense(2), rare (1)

Chapter 50: certificate, gasp, self-confidence

Section 4 - Literacy Strategies

**Englsh:**

Standard: ELACC7RL6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Strategy: (Pick one character and use the character development worksheet provided to analyze the development of the character through out the story. Once we have finished the books, students will give a 5 minute “presentation” in front of the class where they will “become” their character and share their experiences.)

Standard: ELACC7RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

Strategy: (Predict the meaning of the boy’s nicknames at camp. Then, after reading, write down what their nicknames actually mean and how they received them. Analyze the nicknames, and determine the tone. Is this a positive nickname? A negative nickname? What are some other reasons they could have been given this nickname?)

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| Standard: ELACC7L4: Determine or clarify the meaning of unknown and multiple-meaning words  and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. |
| 1. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or   function in a sentence) as a clue to the meaning of a word or phrase.  Strategy:  Vocabulary self-collection graph worksheet. Choose two vocabulary words. Copy the sentence the words are used in. Next, define each word. Next, give your reason for choosing this word.  Standard: ELACC7SL1: Engage effectively in a range of collaborative discussions  (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts,  and issues, building on others’ ideas and expressing their own clearly.  Strategy: We will work on activating prior knowledge by completing a brainstorm map before we begin reading. Students will list any information they know about the book, that they can tell by the cover, and that they know about Holes. Then, share your ideas with a partner. |
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**Math:**

Standard: MM2G4. Students will find and compare the measures of spheres.

1. Use and apply surface area and volume of a sphere. b. Determine the effect on surface area and volume of changing the radius or diameter of a sphere.

Strategy: Activating prior knowledge: WORD SPLASH! Students will receive a worksheet with the following words in different fonts, colors, and sizes: Surface area, circle, sphere, hole, volume, radius, diameter, and measure. Students will write a summary of how all of the words are related.

Strategy 2: Just for fun, on the last day of this unit, we will make Kate Barlow’s Spiced Peaches!! Before we make the peaches, students will determine the area, volume, radius and diameter of various peaches!<http://www.alanskitchen.com/DESSERTS/spiced_peaches.htm>

**Science:**

Standard: L6-8WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

Strategy: Vocabulary Rating Scale: Students will be given a list of vocabulary words and will either check off “I can define that”, “I’ve seen that”, or “?”. Students will then share the definitions of the words they are sure of, and fill in the other words as they find them in the text. After reading each chapter, give a brief summary of the chapter using your new vocabulary words.

Standard: S7L1. Students will investigate the diversity of living organisms and how they can be compared scientifically.

1. Demonstrate the process for the development of a dichotomous key.

 b. Classify organisms based on physical characteristics using a dichotomous key of the six kingdom system (archaebacteria, eubacteria, protists, fungi, plants, and animals).

Strategy: The desert setting has its dangers: scorpions, rattlesnakes and worst of all, the yellow-spotted lizard. As Stanley says, "You don't want to be bitten by a yellow-spotted lizard. That's the worst thing that can happen to you. You will die a slow and painful death." Read pp 205-206 where Stanley and Zero who have tried to escape are caught in a hole with dozens of yellow spotted lizards. Predict how the author will get them out of this fix. Research other types of lizards online and create a poster board presentation with a picture of the lizard and interesting facts about it, including its physical characteristics and its classification. Compare your lizard to the yellow spotted lizard. Share your presentation with the class.

**Social Studies:**

Standard: S7L5. Students will examine the evolution of living organisms through inherited characteristics that promote survival of organisms and the survival of successive generations of their offspring. c. Trace evidence that the fossil record found in sedimentary rock provides evidence for the long history of changing life forms.

Strategy: In Chapter 10 Stanley found a fossilized skeleton of a fish. He thought it was just the type of thing that Mr. Pendanski was looking for and he would get out of digging for the remainder of the day. Unfortunately, this was not what Mr. Pendanski was looking for.

Try making you own fossil. Add a thin layer of clay to the bottom of an empty meat tray. Press objects such as shells, bones, etc. Fill the imprints with plaster of Paris. Allow this to dry overnight. Remove the fossils carefully. (Borrowed from http://www.mce.k12tn.net/reading39/holes.htm)

**History:**

Standard: ELACC6-8RST9: Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic.

Strategy: List as many fictional and real evil women as you can. You can go online to find these women. Provide details about why they are evil, when they were alive, where they lived, etc. Find one video to share with the class about one of these women. Choose five you feel are the most evil. Read the incident with the warden on pp 89-91. Add her to your list and rank order from the most to the least evil. (borrowed from <http://www.nancypolette.com/LitGuidesText/holes.htm>)

Standard:ELACC6-8RH1: Cite specific textual evidence to support analysis of primary and secondary sources.

Strategy: Prejudice and Racism - How have attitudes changed since 1890 when Sam. the Onion Man, kissed Kate Barlow? Use a venn diagram to compare and contrast the attitudes from 1890 to the attitudes today. (http://www.mce.k12tn.net/reading39/holes.htm)